



# Roosevelt Elementary School

401 S. Walnut Grove Avenue • San Gabriel, CA 91776 • (626) 287-0512 • Grades K-5

Cheryl Labanaro Wilson, Principal

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## 2015-16 School Accountability Report Card Published During the 2016-17 School Year



### San Gabriel Unified School District

408 Junipero Serra Drive  
San Gabriel, CA 91776  
(626) 451-5400  
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#### District Governing Board

Andrew L. Ammon, President  
Cristina Alvarado, Vice President  
Cheryl A. Shellhart, Clerk  
Ken K. Tcheng, Member  
Dr. Gary Thomas Scott, Member

#### District Administration

Dr. John Pappalardo  
**Superintendent**  
Dr. Tiffany Rudek  
**Deputy Superintendent of  
Educational Services**  
Joyce Yeh  
**Assistant Superintendent of  
Business Services**  
Anna Molinar  
**Assistant Superintendent of  
Human Resources**

### School Description

#### Principal's Message:

At Roosevelt Elementary School, the faculty, students and parents work together in order to provide a safe, caring and learning environment for all students. We provide opportunities for students to develop positive self-concepts and a positive attitude toward school, their education, and their future. We challenge our students to be problem solvers and thinkers by providing interesting, creative, and challenging lessons in-line with the Common Core State Standards.

Roosevelt Elementary School maintains the ideal that it is not the sole responsibility of an individual or school to produce high-caliber, contributing members of society. Rather we consider the evolution of our students the result of a group effort. That being the case, we welcome any suggestions, idea, or comments you may have in this regard and anticipate the continuation of the partnerships that exist between students, parents, community members, and staff. This partnership remains an essential aspect of each and every one of our lives – present and future.

#### School Mission Statement:

The Roosevelt Elementary School Community is committed to providing, for all of its students, a strong foundation of educational and social experiences for future success.

#### Community & School Profile (School Year 2015-16):

Located in Southern California's San Gabriel Valley, ten miles east of downtown Los Angeles, San Gabriel Unified School District educates more than 6,000 Transitional Kindergarten through twelfth grade students on a traditional calendar schedule. Established in 1781, the San Gabriel Mission was the fourth California mission and is considered the birthplace of the Los Angeles region. San Gabriel Unified School District was founded in 1868 and is proud of its long tradition of academic excellence. The district is currently comprised of five elementary schools, one middle school, one traditional high school, and one continuation high school. Roosevelt Elementary School is dedicated to ensuring the academic success of all students, and provides the most comprehensive educational experience possible. This includes our Music Immersion Experience (MIE) program, which provides music education to all students every day. Roosevelt Elementary School served 396 students in grades Transitional Kindergarten through five during the 2015-16 school year.

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	103
Grade 1	48
Grade 2	51
Grade 3	63
Grade 4	55
Grade 5	74
<b>Total Enrollment</b>	<b>394</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0
Asian	22.3
Filipino	1.3
Hispanic or Latino	72.3
Native Hawaiian or Pacific Islander	0
White	1.3
Two or More Races	0.3
Socioeconomically Disadvantaged	69
English Learners	70.1
Students with Disabilities	9.1
Foster Youth	0.5

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Roosevelt Elementary School	14-15	15-16	16-17
<b>With Full Credential</b>		20	20
<b>Without Full Credential</b>		0	0
<b>Teaching Outside Subject Area of Competence</b>		0	0
San Gabriel Unified School District	14-15	15-16	16-17
<b>With Full Credential</b>	♦	♦	243
<b>Without Full Credential</b>	♦	♦	2
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Roosevelt Elementary School	14-15	15-16	16-17
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.0	0.0
Districtwide		
<b>All Schools</b>	100	0
<b>High-Poverty Schools</b>	100	0
<b>Low-Poverty Schools</b>	100	0

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

The school district held a public hearing on September 27, 2016 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected in September 2016 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials Year and month in which data were collected: September 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Reading Series, adopted in 2003 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Mathematics	Macmillian McGraw-Hill, My Math, adopted 2015 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Science	Pearson Scott Foresman, adopted in 2008 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
History-Social Science	Houghton Mifflin, adopted in 2006 Scott Foresman, adopted in 2006 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

### School Facility Conditions and Planned Improvements (Most Recent Year)

Roosevelt Elementary School was originally constructed between 1948 and 1950. Situated on 6.65 acres, the campus is currently comprised of 27 classrooms, a library, a computer lab, science lab, playgrounds, a cafeteria/all purpose room, an administrative office, and a staff lounge.

Roosevelt Elementary School was fully modernized in 2000 which included air conditioning and heat to all classrooms. In 2006 a two story 24,000 square foot building, housing administrative offices, classrooms, a library and restrooms was added to the campus. Also in 2006, a 7,300 square foot cafeteria/all purpose room with a performance stage and an outdoor covered lunch area were added. In 2008, the remodeling of existing kindergarten classrooms and adding new grass play fields and playground equipment was completed. The construction of asphalt ramps were completed March of 2009. The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Safety drills, including fire, earthquake and lock down drills, are held on a rotating basis.

#### Cleaning Process:

Roosevelt Elementary School provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The Principal works with the custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

#### Maintenance & Repair:

A scheduled maintenance program is administered by Roosevelt Elementary School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by San Gabriel Unified School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

#### Deferred Maintenance Budget:

The State School Deferred Maintenance Budget Program provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes the following: Roofing, Plumbing, Heating, Air conditioning, Electrical systems, Floor systems, and Interior or exterior painting.

The chart illustrates the results of the most recent school facilities inspection of February 5, 2016.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10/10/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	20	28	56	60	44	48
Math	21	18	42	45	34	36

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	69	50	38	74	73	62	60	56	54

\* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	23.4	20.8	11.7

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**2015-16 CAASPP Results by Student Group  
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	77	77	100.0	37.7
Male	30	30	100.0	50.0
Female	47	47	100.0	29.8
Asian	20	20	100.0	45.0
Hispanic or Latino	54	54	100.0	33.3
Socioeconomically Disadvantaged	60	60	100.0	35.0
English Learners	54	54	100.0	25.9
Students with Disabilities	17	17	100.0	41.2

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	64	61	95.3	18.0
	4	54	52	96.3	34.6
	5	77	77	100.0	31.2
Male	3	34	31	91.2	19.4
	4	27	25	92.6	28.0
	5	30	30	100.0	23.3
Female	3	30	30	100.0	16.7
	4	27	27	100.0	40.7
	5	47	47	100.0	36.2
Asian	3	18	17	94.4	29.4
	4	11	11	100.0	63.6
	5	20	20	100.0	45.0
Hispanic or Latino	3	43	41	95.3	12.2
	4	42	40	95.2	25.0
	5	54	54	100.0	24.1
Socioeconomically Disadvantaged	3	43	42	97.7	16.7
	4	42	41	97.6	26.8
	5	60	60	100.0	31.7
English Learners	3	47	45	95.7	17.8
	4	37	35	94.6	37.1
	5	54	54	100.0	20.4
Students with Disabilities	5	17	17	100.0	

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the

number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	64	63	98.4	25.4
	4	52	52	100.0	23.1
	5	77	77	100.0	9.1
Male	3	34	33	97.1	30.3
	4	27	27	100.0	33.3
	5	30	30	100.0	10.0
Female	3	30	30	100.0	20.0
	4	25	25	100.0	12.0
	5	47	47	100.0	8.5
Asian	3	18	18	100.0	50.0
	4	11	11	100.0	45.5
	5	20	20	100.0	15.0
Hispanic or Latino	3	43	42	97.7	16.7
	4	40	40	100.0	17.5
	5	54	54	100.0	7.4
Socioeconomically Disadvantaged	3	43	42	97.7	23.8
	4	40	40	100.0	22.5
	5	60	60	100.0	10.0
English Learners	3	47	46	97.9	28.3
	4	37	37	100.0	24.3
	5	54	54	100.0	5.6
Students with Disabilities	5	17	17	100.0	

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### C. Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

#### Opportunities for Parental Involvement (School Year 2016-17)

Parent Involvement:

Parents and the community are very supportive of the educational program at Roosevelt Elementary School. Parents are encouraged to participate in a variety of school and classroom activities and events, as well as joining Roosevelt's Parent Teacher Association (PTA). A Bi-monthly newsletter is sent home, as well as flyers, which provide information on upcoming events and how parents can participate. Roosevelt School also offers other educational opportunities for parents such as Technology workshops and The Latino Family Literacy Program.

**Contact Information:**

Parents who wish to participate in Roosevelt Elementary School’s leadership teams, school committees, activities, or become volunteers may contact the Main Office at (626) 287-0512. Roosevelt’s website (<http://www.roosevelt.sgusd.k12.ca.us>) also provides a variety of resources and helpful information for parents, students, and the community.

**State Priority: School Climate**

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

**School Safety Plan**

The safety of students and staff is a primary concern of Roosevelt Elementary School. All guests to the campus must sign in at the office and wear a visitor’s badge at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among teachers, support staff, and school administrators.

To safeguard the well-being of students and staff, a comprehensive School Site Safety Plan was developed on February 1, 2016, and was updated for the current school year and shared with staff on August 11, 2016. Any revisions made to the plan are reviewed immediately with all staff members. Key elements of the Safety Plan focus on the following:

- School and Safety Committee Information
- Crisis Response Procedures
- Action Plan for Safe and Orderly Environment
- School maps, which include ingress and egress of pupils, parents, and school employees
- Communication Systems and Information
- School Behavior Expectations and Child Abuse Reporting

And more

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.7	0.7	0.2
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	1.4	1.2	1.4
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

**D. Other SARC Information**

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2013-2014
Year in Program Improvement	Year 4	Year 1
Number of Schools Currently in Program Improvement	2	
Percent of Schools Currently in Program Improvement	66.7	



Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	0.3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.7
Psychologist	0.3
Social Worker	
Nurse	0.3

Academic Counselors and Other Support Staff at this School	
Speech/Language/Hearing Specialist	0.3
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	25	26					3	4				
1	23	26					3	2				
2	27	22					2	3				
3	21	30		1			3	2				
4	31	24					2	3				
5	27	34					2				2	
Other		10			1							

### Professional Development provided for Teachers

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated every year and tenured teachers are evaluated every other year. Evaluations are conducted by the principal, who has been trained and certified for competency to perform teacher evaluations. Evaluation criteria includes the following:

- Engaging and Supporting All Students in Learning
- Understanding and Organizing Subject Matter for Student Learning
- Assessing Student Learning
- Creating and Maintaining Effective Environments for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Developing as a Professional Educator

Staff members build teaching skills and concepts through participation in conferences, workshops, and site professional development throughout the year. The district sponsors three staff development days annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

For additional support in their profession, teachers may enlist the services of the district's Beginning Teacher Support and Assessment (BTSA) facilitator and/or the Peer Assistance and Review (PAR) program.



FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$43,821
Mid-Range Teacher Salary		\$69,131
Highest Teacher Salary		\$89,259
Average Principal Salary (ES)		\$108,566
Average Principal Salary (MS)		\$115,375
Average Principal Salary (HS)		\$125,650
Superintendent Salary		\$198,772
Percent of District Budget		
Teacher Salaries	34%	37%
Administrative Salaries	6%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6,535.61	1,583.53	4,952.08	66,818.00
District	◆	◆	4,791.05	
State	◆	◆	\$5,677	\$71,517
Percent Difference: School Site/District			3.4	
Percent Difference: School Site/ State			-12.8	-6.6

\* Cells with ◆ do not require data.

### Types of Services Funded

Through Title I and LCAP funding, Roosevelt has provided students with extra-curricular and co-curricular opportunities. Based on student academic achievement and/or recommendations through the Student Success Team (SST) process, students are selected to participate in pull-out interventions support in Reading from Grades K - 5. Students in 4th & 5th grade, are also selected to participate in an after school Read 180 or the System 44 program. Funding was also used to support the Speech & Debate Team of 3rd, 4th, and 5th grade students, additional technology in the classrooms, and supplemental materials.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.